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ABSTRACT

The results of a survey conducted by the Ad hoc Committee to Study the Needs and Problems of the Classroom Teacher in Curriculum Development are reported. Questionnaires were sent to members of the American School Health Association (ASHA). The survey was composed of four sections: (1) background information on demographic data, institutional affiliation, primary responsibility, and geographic location; (2) information describing the health program currently in use and recommendations of materials and strategies needed to be improved or added to the program; (3) rating of the types of curriculum most needed for selected health education topics; (4) a rating of the importance of selected health education topics. An analysis of the results of this survey is presented, and the instrument used is appended. (JD)

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1979

ASHA SURVEY OF HEALTH CURRICULUM NEEDS
SURVEY RESULTS

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Introduction

The Ad hoc Committee to Study the Needs and Problems of the Classroom Teacher in Curriculum Development a subcommittee of the American School Health Association recognized the importance of obtaining information from the members of the ASHA regarding their view toward the importance of selected health education topics and the methodologies most appropriate in presenting those topics at various educational levels. A survey questionnaire was developed by Dr. Herbert D. Thier and distributed to approximately forty members of the subcommittee for comments. The final version of the questionnaire was then prepared and distributed to the ASHA membership. The instrument is presented in the Appendix.

One thousand one hundred seventy three completed questionnaires were returned to the Lawrence Hall of Science. Dr. Livingston S. Schneider analyzed the data obtained from the questionnaire using the Statistical Package for the Social Sciences (SPSS) program. The following report is offered to the subcommittee as an item description of the analysis of data.

Description of the Instrument

The Survey of Health Curriculum Needs was composed of four distinct sections. They were: (1) Background Information, (2) Health Program Information, (3) Health Topics Needed and (4) Importance of Health Topics. The Background Information section asked for demographic data concerning

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institutional affiliation, primary responsibility and geographic location. The Health Program Information asked for information describing the health program currently in use and a recommendation of the materials and strategies that need to be improved or added to that program. The Health Topics Needed section asked for a rating of the types of curriculum most needed for selected health education topics. The Importance of Health Topics section asked for a rating of the importance of selected health education topics.

Background Information Results

Item 1 asked for Institutional Affiliation. A frequency distribution of the responses is presented in Table A-1. Most of the respondents were affiliated with education. The number of respondents from Elementary, Jr. High/Middle and Sr. High was comparable for each group followed by University and a few Hospital. The write-in category "Other" yielded 18 categories of responses ranging from various educational affiliations to public health agencies. The most frequent of these was "K-12" with a frequency of 36. All of the remaining categories of responses were made less than 15 times.

Item 2 asked for Primary Responsibility. A frequency distribution of the responses is presented in Table A-2. The largest category of respondents primary responsibility was nurse followed by teacher. The most frequent write-in response was health educator/nurse with a frequency of 26.

Item 3 asked for Geographic Location. A frequency distribution of the responses is presented in Table A-3. Most of the respondents were from the northeast and north-central part of the country and the fewest were from the southeast and south-central part.

Health Program Information

The Health Program Information section asked for a description of the health program currently in use and an assessment of the materials and teaching strategies that need to be improved or added. A one-way analysis of variance (ANOVA) was computed for each item in this section broken down by the three items in the Background Information section. The ANOVA for Geographic Location did not indicate any significant patterns of difference in response that could be attributed to geographic location. No data for this variable is reported. Table B-1 presents summary data for the ANOVA for Institutional Affiliation and Table B-2 presents similar data for Primary Responsibility.

Item 4 asked for the frequency that their students study health. The results of the Institutional Affiliation and Primary Responsibility ANOVAs were highly significant

(p=0.00). The data indicated that University affiliation studied health most frequently (approximately twice a week) followed by Sr. High, and that Professors and Teachers spent more time teaching health than did Administrators, Nurses, and Physicians. The overall mean indicated that health was typically taught approximately once a week.

Item 5 asked for the time of year that health was studied. The Institutional Affiliation and Primary Responsibility ANOVAs were both significant (p=0.00). The data indicated that Hospital and Elementary affiliation tended to teach health more evenly throughout the year while University, Jr. High and Sr. High tended to teach health in one semester time spans, a result that was expected due to the nature of the scheduling of those respective institutions. They further indicated that Professors and Administrators viewed health as being taught more throughout the year than did Nurses, Teachers and Physicians.

Item 6 asked for the origin of the health curriculum. The Institutional Affiliation and Primary Responsibility ANOVAs were both significant (p=0.00). The data indicated that Elementary, Jr. High and Sr. High tended to rely on commercially available materials more than did University and Hospital affiliation and that Administrators, Physicians and Nurses tended to rely on locally produced materials more than did Teachers and Administrators.

Items 7 to 14 asked for a rating of the materials that needed to be improved or added to the health program. The responses were coded: (0) No response, (1) Improvement needed, (2) Addition needed. The assumption was made that these responses were on an interval scale and that the means would provide a measure of the relative need of the particular material in health education. ANOVAs were then computed broken down by Institutional Affiliation and Primary Responsibility and the results are presented in Tables B-1 and B-2.

Item 7 asked for a needs assessment of films. Neither ANOVA was significant. The overall mean (x=0.91) indicated that improvement of films was needed.

Item 8 asked for a needs assessment of transparencies. Neither ANOVA was significant. The overall mean (x=0.61) indicated that some improvement of transparencies was needed.

Item 9 asked for a needs assessment of equipment and materials for student experiments. The Institutional Affiliation and Primary Responsibility ANOVAs were significant (p=0.00). The data indicated that Hospital and University viewed the need for student equipment and materials lower than did those in education, particularly, those in

elementary education and that Professors and Nurses rated that need much lower than did Teachers, Nurses and Administrators. The mean rating of administrators (x=0.90) indicated that they viewed the need for additional student equipment and materials very strong.

Item 10 asked for a needs assessment of filmstrips and tapes. The Institutional Affiliation ANOVA was significant (p=0.00) but the Primary Responsibility ANOVA was not. The data indicated that Hospital and Jr. High affiliation rated the need for filmstrips and tapes lower than did Sr. High, University and Elementary affiliation. The overall mean (x=0.71) indicated that some improvement of filmstrips and tapes was needed.

Item 11 asked for a needs assessment of demonstration equipment. The Institutional Affiliation ANOVA was not significant and the Primary Responsibility ANOVA was significant (p=0.05). The data indicated that Physicians and Teachers rated the need for demonstration equipment lower than did Professors, Nurses and Administrators. The overall mean (x=0.78) indicated that some improvement of demonstration equipment was needed.

Item 12 asked for a needs assessment of student workbooks. The Institutional Affiliation and Primary Responsibility ANOVAs were significant (p=0.00). The data indicated that Hospital and University affiliation rated the need for student workbooks lower than did Sr. High, Jr. High and Elementary and that Professors and Physicians rated that need lower than did Administrators, Teachers and Nurses. The overall mean (x=0.63) indicated that some improvement of student workbooks was needed.

Item 13 asked for a needs assessment of textbooks. The Institutional Affiliation and Primary Responsibility ANOVAs were significant (p=0.00). The data indicated that those with K-12 education affiliation rated the need for textbooks greater than those with University and Hospital affiliation and that Physicians rated that need greatest while Professors rated that need least. The overall mean (x=0.73) indicated that some improvement of textbooks was needed.

Inspection of the overall means for Items 7 to 13 indicated that the lowest needs for improvement of materials for the health curricula were overhead transparencies and student workbooks while the highest need for improvement was films. Item 14 asked for a rating of other materials (write in response). No discernable patterns from the few responses offered were obtained.

Items 15 to 20 asked for a rating of improvements or additions needed for selected teaching strategies in the health curriculum. The responses were coded the same as for

Items 7 to 13 and similar ANOVAs were calculated.

Item 15 asked for a needs assessment of discussion/group involvement. The Institutional Affiliation ANOVA was not significant but the Primary Responsibility ANOVA was ($p=0.00$). The data indicated that Teachers, Professors and Administrators rated the need for improved discussion/group involvement strategies lower than did Physicians and Nurses. The overall mean ($x=0.95$) indicated that improvement of discussion/group involvement strategies was needed.

Item 16 asked for a needs assessment of demonstrations. The Institutional Affiliation ANOVA was significant ($p=0.00$) and the Primary Responsibility ANOVA was also ($p=0.02$). The data indicated that Elementary affiliation rated the need for demonstrations greatest while University and Hospital rated that need lowest and that Teachers, Professors and Physicians rated that need lower than did Administrators and Nurses. The overall mean ($x=0.74$) indicated a need for improvement of demonstrations existed.

Item 17 asked for a needs assessment of guest lectures. The ANOVA for Institutional Affiliation was not significant but the Primary Responsibility ANOVA was significant ($p=0.01$). The data indicated that Professors and Administrators rated the need for improvement of guest lectures lower than did Teachers and Nurses. The overall mean ($x=0.74$) indicated a need for improvement of guest lectures.

Item 18 asked for a needs assessment of games/simulation activities. The Institutional Affiliation ANOVA was significant ($p=0.03$) but the Primary Responsibility ANOVA was not. The data indicated that Hospital affiliation rated the need for game/simulation activities lowest and that Elementary rated that need highest. The overall mean ($x=0.84$) indicated that improvement of games/simulation activities was needed.

Item 19 asked for a needs assessment of student experimentation with apparatus. The Institutional Affiliation ANOVA was significant ($p=0.00$) as was the Primary Responsibility ANOVA ($p=0.01$). The data indicated that Elementary and Jr. High affiliation rated the need for improved student experimentation with apparatus higher than did Sr. High and University and Hospital and that Professors rated that need the lowest while Administrators rated it the highest. The overall mean ($x=0.76$) indicated that improvement of student experimentation with apparatus was needed.

Item 20 asked for a needs assessment of creative writing/art. The Institutional Affiliation ANOVA was significant ($p=0.00$) as was the Primary Responsibility ANOVA ($p=0.04$). The data indicated that Elementary affiliation

rated the need for writing/art highest while Hospital rated it lowest and that Physician and Nurses rated that need highest while Professors and Teachers rated it lowest. The overall mean ($x=0.58$) indicated that there was a moderate need for development of creative writing/art for the health curriculum.

Inspection of the overall means for Items 15 to 20 indicated that the highest needs for improvement of teaching strategies for the health curriculum were discussion/group involvement followed by games/simulation activities. The categories demonstrations, guest lectures and student experiments with apparatus were rated as a moderate need and the lowest category was creative writing/art.

Health Topics Needed

Items 21 to 39 asked the respondent to select those topics for which new curriculum materials were most needed and to indicate the format preferred most for selected Health Education topics. The formats available for selection were: (1) Textbooks, (2) Student workbooks, (3) Film-slide/Tape-video, (4) Overheads, charts, photographs (5) Games, simulations, discussion aids, (6) Student equipment, (7) Demonstration materials. The instructions given for this section were somewhat misleading in that a variety of types of responses were given: i.e., some respondents selected only one format for each item, some selected several formats for each item and others selected various numbers of formats for different items. Given this varied response to the items, a separate variable was identified for each topic and format. The variables were coded as follows: (1) variable not selected, and (2) variable selected. Table C-1 presents a frequency distribution of the total number of variables that were selected for each of the items.

A scale reliability analysis of variance was then computed between the responses for the format selected for each of the topic items. This type of ANOVA does not identify an independent and dependent variable, rather it provides a measure of the difference in variance between the items. A Cochran's Q was calculated for each topic. This statistic is comparable to the F ratio of a oneway ANOVA. Table C-2 presents the means for each topic, a grand mean, Q, and p for each of the health topics.

Item 21 asked for a format rating for the topic "Heart and Pulse Rate". The results of the reliability analysis were significant ($p=0.00$). The data indicated that Student equipment and Overheads, charts, photographs were the most favored format for this topic.

Item 22 asked for a format rating for the topic "Motor

Coordination". The results of the reliability analysis were significant (p=0.00). The data indicated that Textbooks; Overheads, charts, photographs; and Student workbooks were the most prefered formats.

Item 23 asked for a format rating for the topic "Nutrition". The results of the reliability analysis were significant (p=0.00). The data indicated that the most prefered formats were Student workbooks and the least prefered formats were Student equipment, Overheads, charts, photographs and textbooks.

Item 24 asked for a format rating for the topic "First Aid". The results of the reliability analysis were significant (p=0.00). The data indicated that the most prefered formats were those that provided some direct activity by the students and the least prefered formats were limited to information transmission.

Item 25 asked for a format rating for the topic "Preventive Medicine". The results of the reliability analysis were significant (p=0.00). The most prefered formats were Student equipment and Demonstration equipment and the least prefered formats were Textbooks and Film-slide/Tape-video. The data indicated that the most prefered formats provided a great degree of information transmission and that the least prefered formats provided for direct interaction of the learner with materials.

Item 26 asked for a format rating for the topic "Health Careers". The results of the reliability analysis were significant (p=0.00). The most prefered format was Student equipment and the least prefered format was Film-slide/Tape-video. No discernible pattern between the interaction of Students with materials and the direct providing of information was made.

Item 27 asked for a format rating for the topic "Awareness of Health-Care Facilities". The results of the reliability analysis were significant (p=0.00). The data indicated that the most prefered formats were Film-slide/Tape-video and Visual and that the least prefered format was Student equipment.

Item 28 asked for a format rating for the topic "Physical Fitness". The results of the reliability analysis were significant (p=0.00). The data indicated that the most prefered format was Games, simulations, discussion aids and the least prefered formats were Textbooks and Film-slide/Tape-video.

Item 29 asked for a format rating for the topic "Sex Education/Family Life". The results of the reliability analysis were significant (p=0.00). The data indicated that

the most prefered format was Film-slide/Tape-video and that the least prefered format was Student equipment.

Item 30 asked for a format rating for the topic "Drugs/Alcohol/Smoking". The results of the reliability analysis were significant (p=0.00). The data indicated that the most prefered formats were Film-slide/Tape-video and Games, simulations, discussion aids and the least prefered format was Student equipment.

Item 31 asked for a format rating for the topic "Decision-making". The results of the reliability analysis were significant (p=0.00). The data indicated that the most prefered format was Games, simulations, discussion aids and the least prefered formats were Visual and Student equipment.

Item 32 asked for a format rating for the topic "Aging". The results of the reliability analysis were significant (p=0.00). The data indicated that the most prefered format was Film-slide/Tape-video and that the least prefered formats were Student equipment and Demonstration equipment.

Item 33 asked for a format rating for the topic "Environmental Health". The results of the reliability analysis were significant (p=0.00). The data indicated that the most prefered format was Film-slide/Tape-video and that the least prefered format was Student equipment.

Item 34 asked for a format rating for the topic "Growth/Development". The results of the reliability analysis were significant (p=0.00). The data indicated that the most prefered format was Film-slide/Tape-video and that the least prefered format was Student equipment.

Item 35 asked for a format rating for the topic "Consumer Information". The results of the reliability analysis were significant (p=0.00). The data indicated that the most prefered formats were Film-slide/Tape-video and Games, simulations, discussion aids and that the least prefered format was Student equipment.

Item 36 asked for a format rating for the topic "Mental/Emotional Health". The results of the reliability analysis were significant (p=0.00). The data indicated that the most prefered format was Games, simulations, discussion aids and that the least prefered format was Student equipment.

Item 37 asked for a format rating for the topic "(Chronic) Disease Prevention". The results of the reliability analysis were significant (p=0.00). The data indicated that the most prefered format was Film-slide/Tape-

video and that the least prefered format was Student equipment.

Item 38 asked for a format rating for the topic "Dental Health". The results of the reliability analysis were significant (p=0.00). The data indicated that the most prefered format was Demonstration equipment and that the least prefered format was textbooks.

Item 39 asked for a format rating for the topic "Safety". The results of the reliability analysis were significant (p=0.00). The data indicated that the most prefered format was Film-slide/Tape-video and that the least prefered format was Student equipment.

Importance of Health Topics

Items 41 to 66 asked the respondent to rate the importance of selected health education topics. The responses available were: (1) Very important, (2) Important, (3) Somewhat important, (4) Not important. Table D-1 presents the frequency distribution of each item. The items were then ranked according to their mean rating. The results of the ranking are presented in Table D-2.

An analysis of variance was then computed between the responses for the importance of each health topic and the respondents identified Institutional Affiliation (Item 1). The mean responses for each group and the ANOVA summary statistics are presented in Table D-3. A similar analysis of variance broken down by primary responsibility (Item 2) was computed and those results are presented in Table D-4. A similar analysis of variance broken down by geographic location (Item 3) did not provide any significant relationships and those results are not presented. The data for Institutional Affiliation revealed that only a very small number of respondents were from the category "hospital" (N=16). While their mean responses are included in the ANOVA and presented in Table D-3, their effect on the overall ANOVA calculations was deemed insignificant and they are not discussed in the following description of the data.

Item 41 asked for an importance rating for the topic "How the kidney functions." The Institutional Affiliation ANOVA was significant (p=0.02) and the Primary Responsibility ANOVA was also (p=0.00). The data indicated that Elementary, Administrator and Nurse rated this topic more important than the other groups. The overall mean (x=2.26) indicated that the topic was rated only moderately important.

Item 42 asked for an importance rating for the topic "How the pulse works." The Institutional Affiliation ANOVA was significant (p=0.01) and the Primary Responsibility

ANOVA was also (p=0.00). The data indicated that Elementary, Administrator and Physician rated this topic more important than the other groups. The overall mean (x=1.95) indicated that the topic was rated important.

Item 43 asked for an importance rating for the topic "How Digestion works." The Institutional Affiliation and Primary Responsibility ANOVAs were both significant (p=0.00). The data indicated that Elementary, Nurse and Administrator rated this topic more important than did the other groups. The overall mean (x=2.00) indicated that the topic was rated important.

Item 44 asked for an importance rating for the topic "How the Ear works." The Institutional Affiliation and Primary Responsibility ANOVAs were both significant (p=0.00). The data indicated that Elementary and Nurse rated this topic more important than did the other groups. The overall mean (x=2.16) indicated that the topic was rated moderately important.

Item 45 asked for an importance rating for the topic "Blood Pressure." The Institutional Affiliation ANOVA was significant (p=0.00). The data indicated that Sr. High rated this topic more important than did the other groups, followed by Jr. High and Elementary. The overall mean (x=1.63) indicated that the topic was rated quite important.

Item 46 asked for an importance rating for the topic "Variations of Skin Temperature." The Institutional Affiliation and Primary Responsibility ANOVAs were both significant (p=0.00). The data indicated that Jr. High, Sr. High, and Administrator rated this topic more important that did the other groups. The overall mean (x=2.73) indicated that the topic was rated close to somewhat important.

Item 47 asked for an importance rating for the topic "Names of major Body Organs." The Institutional Affiliation and Primary Responsibility ANOVAs were both significant (p=0.00). The data indicated that Elementary and Nurse rated the topic more important than did the other groups. The overall mean (x=2.19) indicated that the topic was rated as important.

Item 48 asked for an importance rating for the topic "Own normal Heart and Pulse rate." The Institutional Affiliation ANOVA was significant (p=0.00) The data indicated that University rated this topic most important followed by Sr. High and Jr. High. The overall mean (x=1.70) indicated that the topic was rated as quite important.

Item 49 asked for an importance rating for the topic "Own Reaction time". The Institutional Affiliation ANOVA was significant (p=0.05) and the Primary Responsibility

ANOVA was also (p=0.00). The data indicated that Elementary and Administrator rated this topic more important than did the other groups. The overall mean (x=2.20) indicated that the topic was rated moderately important.

Item 50 asked for an importance rating for the topic "Own ability to Balance." The Institutional Affiliation and Primary Responsibility ANOVAs were both significant (p=0.00). The data indicated that Elementary, Nurse and Administrator rated this topic more important than did the other groups. The overall mean (x=2.33) indicated that the topic was rated moderately important.

Item 51 asked for an importance rating for the topic "Characteristics of own Peripheral Vision." The Institutional Affiliation and Primary Responsibility ANOVAs were both significant (p=0.00). The data indicated that Elementary, Jr. High, Administrator and Nurse rated this topic more important than did the other groups. The overall mean (x=2.43) indicated that the topic was rated moderately important.

Item 52 asked for an importance rating for the topic "Own Grip strength." The Primary Responsibility ANOVA was significant (p=0.00). The data indicated that Administrator and Nurse rated this topic more important than did the other groups. The overall mean (x=2.87) indicated that the topic was rated as somewhat important.

Item 53 asked for an importance rating for the topic "Own Lung Capacity." The Primary Responsibility ANOVA was significant (p=0.00). The data indicated that Physician and Administrator rated this topic more important than did the other groups. The overall mean (x=2.29) indicated that the topic was rated moderately important.

Item 54 asked for an importance rating for the topic "How to administer CPR." The Institutional Affiliation ANOVA was significant (p=0.00). The data indicated that Sr. High rated this topic most important followed by Jr. High. The overall mean (x=1.38) indicated that this topic was rated quite important.

Item 55 asked for an importance rating for the topic "How to avoid Pregnancy." The Institutional Affiliation ANOVA was significant (p=0.00). The data indicated that Sr. High rated this topic most important followed by University, Jr. High and Elementary. The overall mean (x=1.32) indicated that this topic was rated quite important.

Item 56 asked for an importance rating for the topic "How to maintain Physical Fitness." Neither ANOVA was significant. The overall mean (x=1.26) indicated that this topic was rated quite important. Item 57 asked for an

importance rating for the topic "How to prevent Illness (disease)." Neither ANOVA was significant. The overall mean (x=1.22) which indicated that this topic was rated quite important.

Item 58 asked for an importance rating for the topic "Risks involved in using Alcohol." The Institutional Affiliation ANOVA was significant (p=0.00). The data indicated that Sr. High rated this topic most important followed by Jr. High, Elementary and University. The overall mean (x=1.28) indicated that this topic was rated quite important.

Item 59 asked for an importance rating for the topic "Risks involved in using Drugs." The Institutional Affiliation ANOVA was significant (p=0.03) and the Primary Responsibility ANOVA was also (p=0.00). The data indicated that Sr. High, Jr. High, Administrator and Nurse rated this topic more important than did the other groups. The overall mean (x=1.30) indicated that this topic was rated quite important.

Item 60 asked for an importance rating for the topic "Risks of not using Seat Belts." The Primary Responsibility ANOVA was significant (p=0.00). The data indicated that Physician rated this topic more important than did the other groups. The overall mean (x=1.80) indicated that this topic was rated quite important.

Item 61 asked for an importance rating for the topic "Risks involved with Smoking. The Institutional Affiliation ANOVA was significant (p=0.00). The data indicated that Jr. High and Sr. High rated this topic more important than did the other groups. The overall mean (x=1.29) indicated that the topic was rated quite important.

Item 62 asked for an importance rating for the topic "Principles of Good Nutrition." The Institutional Affiliation ANOVA was significant (p=0.03) and the Primary Responsibility ANOVA was also (p=0.04). The data indicated that Elementary, Nurse and Professor rated this topic more important that did the other groups. The overall mean (x=1.26) indicated that the topic was rated quite important.

Item 63 asked for an importance rating for the topic "Mental health." The Institutional Affiliation ANOVA was significant (p=0.03). The data indicated that University rated this topic more important than did the other groups. The overall mean (x=1.28) indicated that this topic was rated quite important.

Item 64 asked for an importance rating for the topic "Positive Self-Concept." The overall mean (x=1.17) indicated that this topic was rated very important. This topic was

rated as the most important topic on this section of the questionnaire.

Item 65 asked for an importance rating for the topic "Aging/Death education." The Institutional Affiliation and Primary Responsibility ANOVAs were significant (p=0.00). The data indicated that University, Professor and Teacher rated this topic more important than did the other groups. The overall mean (x=1.98) indicated that this topic was rated important.

Item 66 asked for an importance rating for the topic "Environmental health." The overall mean (x=1.79) indicated that this topic was rated fairly important. 0.2u 0.8s 0:07 14%

APPENDIX

SURVEY OF HEALTH CURRICULUM NEEDS

Please respond to each question by placing the appropriate letter answer in the corresponding box in the right-hand column. Please return your completed questionnaire to: Dr. Herbert D. Thier, Lawrence Hall of Science, University of California, Berkeley, California 94720.

BACKGROUND INFORMATION

(1) Institutional Affiliation: (a) Elementary School (b) Middle School (c) Jr. High (d) Sr. High (e) University (f) Hospital (g) Other_____

(2) Primary Responsibility: (a) Teacher (b) Professor (c) Administrator (d) Physician (e) Nurse (f) Other_____

(3) Geographical Location: (a) Northeast (b) Northwest (c) Southeast (d) Southwest (e) North-central (f) South-central

HEALTH PROGRAM INFORMATION

(4) How frequently do your students study health? (a) 2+hours/week (b) 2 hours/week (c) 1 hour/week (d) 2 hours/month (e) 1 hour/month (f) Irregularly (g) Not at all

(5) During what part of the year is health studied? (a) throughout semester (b) one semester (c) after school (d) other_____

(6) Indicate the origin of your health curriculum: (a) commercially developed (b) developed by school district (c)developed by local school (d) I developed it myself.

(7-14) Indicate which of the materials listed below need to be improved (place an "I" in the appropriate space) or added (place an "A" in the correct space) to your health program:

(7)____films
(8)____transparencies
(9)____equipment & materials for student experiments
(10)____filmstrips/tapes
(11)____demonstration equipment
(12)____student workbooks
(13)____textbooks
(14)____other written materials (specify)_____

(15-20) Which of the following teaching strategies do you feel need to be improved ("I") or added ("A") to your health curriculum?

(15)____discussion/grp involvement
(16)____demonstrations
(17)____guest lectures
(18)____games/simulation activities
(19)____student experimentation with apparatus
(20)____creative writing/art

HEALTH TOPICS NEEDED

(21-39) Select those topics for which new curriculum materials are MOST needed, and indicate the format you would prefer most by circling the appropriate letters below.

	TEXTBOOKS	STUDENT WORKBOOKS	FILM-SLIDE/ TAPE-VIDEO	OVERHEADS, CHARTS, PHOTOGRAPHS	GAMES, SIMULATIONS DISCUSSION AIDS	STUDENT EQUIPMENT	DEMONSTRATION MATERIALS
(21) Heart and Pulse Rate	A	B	C	D	E	F	G
(22) Motor Coordination	A	B	C	D	E	F	G
(23) Nutrition	A	B	C	D	E	F	G
(24) First Aid	A	B	C	D	E	F	G
(25) Preventive Medicine	A	B	C	D	E	F	G
(26) Health Careers	A	B	C	D	E	F	G
(27) Awareness of Health-Care Facilities	A	B	C	D	E	F	G
(28) Physical Fitness	A	B	C	D	E	F	G
(29) Sex Education/Family Life	A	B	C	D	E	F	G
(30) Drugs/Alcohol/Smoking	A	B	C	D	E	F	G
(31) Decision-making	A	B	C	D	E	F	G
(32) Aging	A	B	C	D	E	F	G
(33) Environmental Health	A	B	C	D	E	F	G
(34) Growth/Development	A	B	C	D	E	F	G
(35) Consumer Information	A	B	C	D	E	F	G
(36) Mental/Emotional Health	A	B	C	D	E	F	G
(37) (Chronic) Disease Prevention	A	B	C	D	E	F	G
(38) Dental Health	A	B	C	D	E	F	G
(39) Safety	A	B	C	D	E	F	G

(40) In the space below list any specific topics for which you would like new materials:

IMPORTANCE OF HEALTH TOPICS

(41-66) How important do you think it is for students to know about the health-related topics listed below? Please indicate by circling the appropriate number.

	Very Important	Important	Somewhat Important	Not Important
(41) How the KIDNEY functions	1	2	3	4
(42) How PULSE works	1	2	3	4
(43) How DIGESTION works	1	2	3	4
(44) How the EAR works	1	2	3	4
(45) BLOOD PRESSURE	1	2	3	4
(46) Variations of SKIN TEMPERATURE	1	2	3	4
(47) Names of major BODY ORGANS	1	2	3	4
(48) Own normal HEART & PULSE rate	1	2	3	4
(49) Own REACTION time	1	2	3	4
(50) Own ability to BALANCE	1	2	3	4
(51) Characteristics of own PERIPHERAL VISION	1	2	3	4
(52) Own GRIP strength	1	2	3	4
(53) Own LUNG capacity	1	2	3	4
(54) How to administer CPR	1	2	3	4
(55) How to avoid PREGNANCY	1	2	3	4
(56) How to maintain PHYSICAL FITNESS	1	2	3	4
(57) How to prevent ILLNESS (disease)	1	2	3	4
(58) Risks involved in using ALCOHOL	1	2	3	4
(59) Risks involved in using DRUGS	1	2	3	4
(60) Risks of not using SEAT BELTS	1	2	3	4
(61) Risks involved with SMOKING	1	2	3	4
(62) Principles of GOOD NUTRITION	1	2	3	4
(63) MENTAL health	1	2	3	4
(64) Positive SELF-CONCEPT	1	2	3	4
(65) AGING/DEATH education	1	2	3	4
(66) ENVIRONMENTAL health	1	2	3	4

(67) OTHER _____

_____

_____

NOTE: Please return your completed questionnaire to:

Dr. Herbert D. Thier
Associate Director
Lawrence Hall of Science
University of California
Berkeley, CA 94720

Table A-1

ASHA SURVEY OF CURRICULUM HEALTH NEEDS

Institution Affiliation

Frequency Distribution

Category	Absolute Frequency	Frequency Percent
Elementary School	286	24.6
Middle School	98	8.4
Jr. High	144	12.4
Sr High	288	24.8
University	175	15.1
Hospital	18	1.6
Other	152	13.1
Out of range	12	----
Total	1173	100.0

Table A-2

ASHA SURVEY OF CURRICULUM HEALTH NEEDS

Primary Responsibility

Frequency Distribution

Category	Absolute Frequency	Frequency Percent
Teacher	340	29.4
Professor	113	9.8
Administrator	167	14.4
Physician	20	1.7
Nurse	422	36.4
Other	96	8.3
Out of range	15	----
Total	1173	100.0

Table A-3

ASHA SURVEY OF CURRICULUM HEALTH NEEDS

Geographical Location

Frequency Distribution

Category	Absolute Frequency	Frequency Percent
Northeast	439	38.6
Northwest	104	9.1
Southeast	98	8.6
Southwest	145	12.8
North-central	298	26.2
South-central	53	4.7
Out of range	36	----
Total	1173	100.0

Table B-1

ASHA SURVEY OF CURRICULUM HEALTH NEEDS

Analysis of Variance

Health Program Information Items (Items 4-20)

broken down by

Institution Affiliation (Item 1)

Item	Mean Response						ANOVA	
	Elementary	Jr. High	Sr. High	University	Hospital	Overall	F	p
4	3.72	2.77	2.08	1.66	3.31	2.67	40.81	0.00
5	1.33	1.74	1.77	1.43	1.27	1.57	11.27	0.00
6	2.42	2.74	2.82	3.37	3.13	2.78	23.18	0.00
7	0.90	0.87	0.93	0.91	1.00	0.91	0.23	0.92
8	0.63	0.62	0.58	0.63	0.44	0.61	0.37	0.83
9	0.94	0.76	0.73	0.56	0.39	0.76	7.61	0.00
10	0.86	0.57	0.69	0.74	0.56	0.72	3.91	0.00
11	0.88	0.75	0.74	0.72	0.66	0.78	1.63	0.16
12	0.79	0.77	0.61	0.32	0.39	0.64	14.85	0.00
13	0.79	0.76	0.81	0.47	0.39	0.73	5.74	0.00
14	0.24	0.14	0.16	0.13	0.11	0.17	2.17	0.07
15	1.05	0.94	0.93	0.79	0.72	0.94	2.10	0.08
16	0.89	0.74	0.68	0.54	0.56	0.72	0.98	0.00
17	0.77	0.76	0.75	0.58	0.72	0.73	1.86	1.12
18	0.95	0.88	0.79	0.71	0.67	0.84	2.76	0.03
19	0.94	0.83	0.67	0 63	0.44	0.78	6.89	0.00
20	0.72	0.56	0.51	0 49	0.28	0.57	4.19	0.00

Table B-2

ASHA SURVEY OF CURRICULUM HEALTH NEEDS

Analysis of Variance

Health Program Information Items (Items 4-20)

broken down by

Primary Responsibility (Item 2)

Item	Mean Response						ANOVA	
	Teacher	Professor	Administrator	Physician	Nurse	Overall	F	p
4	1.80	1.46	2.88	4.00	3.75	2.76	67.93	0.00
5	1.71	1.41	1.38	2.00	1.56	1.57	4.81	0.00
6	3.00	3.50	2.46	2.56	2.55	2.78	25.90	0.00
7	0.93	0.82	0.98	1.00	0.87	0.91	0.62	0.65
8	0.57	0.60	0.64	0.85	0.60	0.60	0.67	0.61
9	0.73	0.54	0.90	0.65	0.79	0.76	3.98	0.00
10	0.64	0.57	0.75	0.75	0.77	0.71	1.75	0.13
11	0.70	0.74	0.90	0.65	0.82	0.78	2.40	0.05
12	0.64	0.33	0.59	0.55	0.74	0.63	7.68	0.00
13	0.77	0.45	0.67	0.85	0.78	0.73	3.76	0.00
14	0.15	0.11	0.22	0.45	0.21	0.18	2.88	0.02
15	0.80	0.92	0.85	1.05	1.11	0.95	5.67	0.00
16	0.65	0.65	0.71	0.65	0.85	0.74	3.02	0.02
17	0.71	0.64	0.59	0.75	0.83	0.73	3.23	0.01
18	0.81	0.68	0.79	0.60	0.88	0.82	1.71	0.14
19	0.70	0.61	0.93	0.75	0.77	0.76	3.37	0.01
20	0.50	0.46	0.63	0.75	0.64	0.58	2.49	0.04

Table C-1

ASHA SURVEY OF HEALTH CURRICULUM NEEDS

Health Topics Needed

Frequencies

Item	Topics						
	A	B	C	D	E	F	G
21	69	110	147	66	128	173	283
22	52	61	125	52	189	124	134
23	199	285	239	164	298	123	256
24	132	213	206	112	149	218	300
25	277	272	350	183	261	104	178
26	131	116	327	113	136	55	122
27	109	94	300	127	103	35	111
28	96	139	160	94	230	170	183
29	276	283	403	224	312	97	169
30	183	250	308	187	311	123	243
31	174	286	223	111	486	120	134
32	233	125	338	132	206	57	88
33	163	171	271	149	202	101	190
34	175	210	240	175	151	68	126
35	195	218	258	167	265	100	215
36	234	273	333	139	427	99	132
37	183	198	286	150	165	69	124
38	114	150	216	141	158	140	254
39	132	183	263	137	221	100	198

Legend

A Textbooks
B Student workbooks
C Film-slide/Tape-video
D Overheads, charts, photographs
E Games, simulations, discussion aids
F Student equipment
G Demonstration materials

Table C-2

ASHA SURVEY OF CURRICULUM HEALTH NEEDS

Health Topics Needed

Item Analysis of Variance (Reliability)

Item	Mean Responses								ANOVA	
	A	B	C	D	E	F	G	Grand	Q	p
21	1.06	1.09	1.12	1.07	1.11	1.15	1.24	1 12	292.56	0.00
22	1.04	1.05	1.11	1.04	1 16	1.11	1.11	1.09	204.59	0.00
23	1.17	1.24	1.20	1 14	1.25	1.10	1.21	1.19	180.78	0.00
24	1.11	1.18	1 17	1.09	1.13	1.18	1.25	1.16	215.81	0.00
25	1.24	1.23	1.29	1.16	1.22	1.09	1.15	1.20	317.58	0.00
26	1.11	1.10	1.27	1.10	1.12	1.05	1.10	1.12	426.11	0.00
27	1.09	1.08	1 26	1.11	1.09	1.03	1.09	1.11	434.37	0.00
28	1.08	1.12	1.14	1.08	1.20	1.14	1.16	1.13	144.23	0.00
29	1.24	1.24	1.34	1.19	1.27	1.08	1.14	1.21	452.11	0.00
30	1.16	1.21	1.26	1.16	1.26	1.10	1.21	1.19	228.98	0.00
31	1.15	1.24	1.19	1.09	1.41	1.10	1.11	1.19	799.96	0.00
32	1.19	1.11	1.29	1.11	1.18	1.05	1.08	1.14	525.31	0.00
33	1.14	1.15	1.23	1.13	1.17	1.09	1.16	1.15	152.51	0.00
34	1.15	1.18	1.20	1.15	1.13	1 06	1.11	1.14	185.99	0.00
35	1.17	1.19	1.22	1.14	1.23	1.08	1.18	1.17	161.64	0.00
36	1.20	1.23	1.28	1.12	1.36	1.08	1.11	1.20	630.25	0.00
37	1.16	1.17	1.24	1.13	1.14	1.06	1.11	1.14	269.01	0.00
38	1.10	1.13	1.18	1.12	1.13	1.12	1.21	1.14	147.34	0.00
39	1.11	1.16	1.22	1.12	1.19	1.09	1.17	1.15	191.59	0.00

Legend

A Textbooks
B Student workbooks
C Film-slide/Tape-video
D Overheads, charts, photographs
E Games, simulations, discussion aids
F Student equipment
G Demonstration materials

Table D-1

ASHA SURVEY OF CURRICULUM HEALTH NEEDS

Importance of Health Topics (Items 41 to 66)

Frequency Distributions

Item	Response					
	Very Important	Important	Somewhat Important	Not Important	Mean	S.D.
41	231	417	399	56	2.25	0.84
42	351	465	264	27	1.97	0.81
43	307	505	281	23	2.02	0.78
44	258	451	355	38	2.16	0.82
45	570	396	129	14	1.63	0.74
46	112	280	503	200	2.72	0.88
47	308	448	310	43	2.08	0.84
48	523	410	162	18	1.71	0.77
49	304	367	341	91	2.20	0.94
50	240	365	385	110	2.33	0.93
51	186	373	431	112	2.43	0.89
52	105	235	453	306	2.87	0.93
53	239	396	374	98	2.29	0.91
54	799	230	54	27	1.37	0.69
55	870	162	43	30	1.31	0.67
56	855	237	28	2	1.27	0.51
57	897	208	18	1	1.22	0.46
58	835	270	19	4	1.28	0.51
59	840	250	31	7	1.29	0.55
60	451	452	181	19	1.79	0.77
61	833	255	27	5	1.29	0.53
62	849	262	16	2	1.27	0.48
63	841	252	28	4	1.28	0.52
64	971	131	23	4	1.17	0.45
65	347	485	253	31	1.97	0.81
66	404	564	139	9	1.78	0.69

Table D-2

ASHA SURVEY OF HEALTH CURRICULUM NEEDS

Importance of Health Topics (Items 41-66)

Rank Order of Topic Rating

Topic Number	Topic	Rank
64	Positive Self-concept	1
57	How to prevent Illness (disease)	2
62	Principles of Good Nutrition	3
56	How to maintain Physical Fitness	4
58	Risks involved in using Alcohol	5
63	Mental health	6
61	Risks involved with Smoking	7
59	Risks involved with using Drugs	8
55	How to avoid Pregnancy	9
54	How to administer CPR	10
45	Blood Pressure	11
48	Own normal Heart and Pulse rate	12
66	Environmental health	13
60	Risks of not using Seat Belts	14
42	How Pulse works	15
65	Aging/Death education	16
43	How Digestion works	17
47	Names of major Body Organs	18
44	How the Ear works	19
49	Own Reaction time	20
41	How the Kidney functions	21
53	Own Lung capacity	22
50	Own ability to Balance	23
51	Characteristics of own Peripheral Vision	24
46	Variations of Skin Temperature	25
52	Own Grip strength	26

Table D-3

ASHA SURVEY OF CURRICULUM HEALTH NEEDS

Analysis of Variance

Importance of Health Topics (Items 41-66)

broken down by

Institutional Affiliation (Item 1)

Item	Mean Response						ANOVA	
	Elementary	Jr. High	Sr. High	University	Hospital	Overall	F	p
41	2.15	2.20	2.28	2.49	2.33	2.26	4.34	0.02
42	1.85	1.96	1.93	2.13	2.13	1.95	3.49	0.01
43	1.83	1.98	2.07	2.22	2.19	2.00	7.41	0.00
44	1.86	2.12	2.28	2.50	2.31	2.16	18.97	0.00
45	1.78	1.65	1.47	1.59	1.69	1.63	6.28	0.00
46	2.60	2.73	2.73	2.94	2.69	2.73	3.89	0.00
47	1.88	2.09	2.10	2.42	2.19	2.09	10.44	0.00
48	1.77	1.76	1.63	1.59	2.13	1.70	3.60	0.01
49	2.10	2.18	2.19	2.39	2.19	2.20	2.37	0.05
50	2.13	2.27	2.40	2.58	2.67	2.33	7.24	0.00
51	2.35	2.35	2.44	2.63	2.56	2.43	3.23	0.01
52	2.81	2.74	2.91	3.04	2.81	2.78	2.24	0.06
53	2.32	2.24	2.24	2.38	2.56	2.29	1.16	0.33
54	1.58	1.36	1.20	1.36	1.50	1.38	11.10	0.00
55	1.60	1.29	1.14	1.24	1.21	1.32	17.78	0.00
56	1.26	1.26	1.24	1.30	1.38	1.26	0.61	0.66
57	1.16	1.25	1.23	1.27	1.27	1.22	1.91	0.11
58	1.32	1.25	1.19	1.43	1.47	1.28	7.47	0.00
59	1.31	1.26	1.20	1.48	1.47	1.30	7.47	0.00
60	1.76	1.75	1.84	1.88	1.93	1.80	1.09	0.36
61	1.31	1.21	1.26	1.42	1.33	1.29	4.08	0.00
62	1.19	1.30	1.27	1.31	1.40	1.26	2.79	0.03
63	1.32	1.27	1.26	1.23	1.63	1.28	2.73	0.03
64	1.18	1.17	1.15	1.15	1.47	1.17	2.08	0.08
65	2.15	1.96	1.92	1.81	1.94	1.98	5.15	0.00
66	1.75	1.80	1.81	1.77	1.75	1.79	0.31	0.87

Table D-4

ASHA SURVEY OF CURRICULUM HEALTH NEEDS

Analysis of Variance

Importance of Health Topics (Items 41-66)

broken down by

Primary Responsibility (Item 2)

Item	Mean Response						ANOVA	
	Teacher	Professor	Administrator	Physician	Nurse	Overall	F	p
41	2.41	2.64	2.06	2.18	2.10	2.25	14.31	0.00
42	1.99	2.27	1.86	1.89	1.91	1.97	5.05	0.00
43	2.16	2.37	1 88	2.11	1.85	2.01	14.60	0.00
44	2.40	2.61	2.03	2.22	1.89	2.16	29.53	0.00
45	1.62	1.66	1.54	1.56	1.67	1.63	0.97	0.42
46	2.85	2.97	2.55	2.94	2.62	2.72	7.07	0.00
47	2.19	2.40	2.13	2.06	1.89	2.08	10.83	0.00
48	1.69	1.68	1.58	1.59	1.76	1.70	1.83	0.12
49	2.32	2.54	1.99	2.39	2.05	2.18	9.58	0.00
50	2.46	2.74	2.16	2.44	2.16	2.32	11.72	0.00
51	2.52	2.74	2.23	2.71	2.31	2.42	8.48	0.00
52	3.03	3.13	2.67	2.94	2.71	2.86	9.28	0.00
53	2.39	2.45	2.21	2.17	2.22	2.30	2.82	0.02
54	1.32	1.36	1.30	1.50	1.42	1.37	1.47	0.21
55	1.31	1.22	1.29	1.29	1.33	1.31	0.65	0.63
56	1.27	1.28	1.28	1.22	1.26	1.27	0.06	0.99
57	1.25	1.25	1.26	1 33	1.17	1.22	2.03	0.09
58	1.29	1 35	1.28	1.22	1.25	1.28	1 18	0.32
59	1.31	1.42	1.23	1.39	1.26	1.29	2.77	0.03
60	1.94	1.89	1.82	1.47	1.68	1.80	6.03	0.00
61	1.32	1.31	1.30	1.22	1.25	1.29	1.04	0.39
62	1.31	1.24	1.31	1.44	1.22	1.27	2.52	0.04
63	1.28	1.21	1.35	1.44	1.29	1.29	1.58	0.15
64	1.16	1.12	1.21	1.22	1.17	1.17	0.72	0.58
65	1.89	1.78	2.04	2.39	2.06	1.98	4.99	0.00
66	1.82	1.76	1.77	1.83	1.79	1 79	0.24	0.92